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ABSTRACT

This paper reports the results of two surveys conducted to obtain information about adult literacy resource centers in other states and about the needs of Georgia's adult literacy providers for adult literacy resources. Findings indicated that 15 of the 26 states responding to the first survey had resource centers. Information was collected on location, funding, services, and staffing. Responses to the second survey identified the most useful materials. The 20-page survey report is followed by a two-part annotated bibliography of adult literacy resources developed for use by public and private adult literacy providers in Georgia. The first section, Basic Resources for Adult Literacy Providers in Georgia, includes 143 basic resources in these areas identified by the survey: general information; computer-assisted literacy; family literacy; funding sources; instructional methodology; learning disabled adults; new adult readers: bibliographies of books; recruitment and retention; special adult populations; volunteer training; workplace literacy; selected instructional materials; ERIC Digests and bibliographies; and journals and newsletters. The second section, Adult Literacy Research and Technical Information, includes research and theoretical articles and more technical information on adult literacy (52 items) in these areas: general information; assessment; computer-assisted literacy; family literacy; funding sources; instructional methodology; learning disabled adults; and workplace literacy. (YLB)

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GEORGIA ADULT LITERACY RESOURCE CENTER

ANNOTATED BIBLIOGRAPHY OF ADULT LITERACY MATERIALS

Final Report

Prepared for:

Office of Adult Literacy
Georgia Department of Technology and Adult Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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INTRODUCTION

INTRODUCTION

The Center for the Study of Adult Literacy (CSAL) at Georgia State University contracted with the State of Georgia Office of Adult Literacy to develop a plan for a State Adult Literacy Resource Center. Initially, CSAL conducted two surveys--one of other states to obtain information about adult literacy resource centers in each state; the other of adult literacy providers in Georgia to obtain information about their needs for adult literacy resources. The results of these surveys were tabulated and reviewed by CSAL and State of Georgia Office of Adult Literacy personnel. It was then agreed that CSAL would develop an annotated bibliography of adult literacy resources to be used by public and private adult literacy providers in the state. The bibliography is divided into two sections--(1) Basic Resources for Adult Literacy Providers in Georgia and (2) Adult Literacy Research and Technical Information. It is proposed that each of the 36 Adult Literacy Service Delivery Areas in Georgia be provided with a set of the materials listed in the Basic Resources bibliography. A sample set has been provided to the State of Georgia Office of Adult Literacy.

Development of the Bibliography

The adult literacy literature was surveyed by searching appropriate data bases, contacting adult literacy professionals, and reviewing adult literacy journals, materials available from adult literacy publishers, and other library resources. An attempt was made to locate materials of use to adult literacy program coordinators, experienced teachers, new teachers, and volunteers. Based upon the survey of adult literacy providers, materials were sought in the following areas:

- Adult Literacy: General Information
- Computer-Assisted Literacy
- Family Literacy

- Funding Sources for Literacy Programs
- Instructional Methodology for Adult Literacy
- Learning Disabled Adults: Literacy Instruction
- New Adult Readers: Bibliographies of Books
- Recruitment and Retention in Literacy Programs
- Special Adult Populations in Literacy Programs (ESL, Elderly, Incarcerated)
- Volunteer Training for Literacy Programs
- Workplace Literacy
- Selected Adult Literacy Instructional Materials
- ERIC Digests & Bibliographies: Adult Literacy
- Adult Literacy Journals and Newsletters

Materials on assessment of literacy were omitted at the request of the Office of Adult Literacy.

The first section of the annotated bibliography, Basic Resources for Adult Literacy Providers in Georgia, includes basic resources on adult literacy for coordinators, teachers, and volunteers. The second section, Adult Literacy Research and Technical Information, includes research and theoretical articles as well as more technical information on adult literacy. It is assumed that it will be used by coordinators, teachers, and volunteers who want more in-depth information about the topics covered in the first section.

Contents of the Final Report

Included in this final report are results of the survey of states, results of the survey of Georgia adult literacy providers, and both sections of the annotated bibliography.

SURVEY RESULTS

STATE ADULT LITERACY RESOURCE CENTER SURVEY

The Center for the Study of Adult Literacy at Georgia State University contacted the 50 states in the U.S.A. and Washington, D.C. to determine which have adult education resource centers. Responses were received from 26 states (51%). Findings indicate that of those states responding fifteen states (58%) have resource centers, eight states (31%) do not have resource centers, and three states (12%) do not have centers, but have a small collection of literacy materials. (See Table 1, page 8.)

Although the resource centers are located in various geographical areas of the country, there are many similarities in their operation. (See Table 2, pages 9-16 for a description of these centers.) Some of the common features among the centers are maintenance and circulation of professional and instructional materials (100%), access to databases (6%), bibliographies and toll-free numbers for technical assistance (33%), and customized computer searches (13%). The underlying function of all these centers is to provide the adult literacy practitioners with prompt access to information and adult literacy resources.

There also are differences in the various centers. Each center has a different focus, mission, and goal. For example, the primary purpose of the center in Florida is to assist public and private literacy providers, but not to provide instruction to students or duplicate their efforts. Interestingly, the Florida center provides literacy practitioners with services such as recruitment of students and volunteers and publicity which in turn gives the providers more time to instruct students. The center in Michigan has organized a skills bank of persons with specific skills and services which relate directly to literacy. Materials are circulated through many different methods--State courier system, U.S. mail, U.P.S., interlibrary loan system, and in person at the resource center.

Many state resource centers provide specialized services to fulfill the needs of literacy

practitioners in their local areas. In Texas, the center provides information about funding sources for adult literacy programs. Diagnostic testing is one of many services offered at the Connecticut center.

The information obtained from the survey was used in the planning and development of an adult literacy resource center in Georgia.

Table 1
State Survey Responses

Has Resource Center(s)

Alaska
Colorado
Connecticut
Delaware
Florida
Michigan
Missouri
Montana
New York
North Dakota
Pennsylvania
Tennessee
Texas
Virginia
West Virginia

Does Not Have Resource Center(s)

Arizona
Arkansas
District of Columbia
Georgia
Iowa
Mississippi
North Carolina
South Carolina

Has Small Literacy Collection

Idaho
Wyoming
South Dakota

No Response to Survey

Alabama
California
Hawaii
Illinois
Indiana
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
Ohio
Oklahoma
Oregon
Rhode Island
Utah
Vermont
Washington
Wisconsin

Table 2
Description of Adult Literacy Resource Centers in 15 States

ALASKA

Location

Nine Star Enterprises, a private non-profit organization, is located in a private facility in Anchorage, Alaska.

Funding

Each year Nine Star submits a competitive bid to the Alaska Department of Education to receive funding.

Services

- Maintains a collection of literacy materials which include instructional materials and books.
- Offers a toll-free number to provide technical assistance.
- Circulates materials by mail.
- Provides training to adult literacy teachers and administrators upon request.
- Lends materials for four-week period.

- Does not provide access to a database.
- Does not provide a customized computer search.

Staffing

Nine Star Enterprises staffs the private agency.

COLORADO

Location

It is located in the Colorado State Department of Adult Education.

Funding

It is funded primarily through Section 353 of the Adult Education Act.

Services

- Maintains a small collection of literacy materials which include instructional materials, low-level reading books for adults, and GED test preparation materials.
- Circulates materials via the telephone and the mail through the state courier system.
- Lends materials to adult literacy providers.

- Does not provide a toll-free number to offer technical support.
- Does not provide training for teachers and administrators.
- Does not provide use of a database.
- Does not provide a customized computer search.

Staffing

The resource center has an Adult Education Librarian.

CONNECTICUT

Location

Located in an independent location, it is not affiliated with any library or educational system.

Funding

It is funded through federal funds for Adult Education (Section 353) which come through the Connecticut Department of Education.

Services

- Maintains a collection of 8,500 titles of literacy materials which include a lending library of materials and books.
- Provides staff training and technical assistance to literacy providers.
- Circulates materials by telephone, by mail, and at the resource center.

- Does not have a toll-free number.
- Does not have access to a database.

Staffing

Funding has been reduced; the resource center is eliminating the full-time librarian and replacing her with a part-time clerk.

DELAWARE

Location

The State of Delaware has four resource centers which comprise the Delaware Learning Resource System. There is one center per county. One center is housed at the International Reading Association. Another is housed at the University of Delaware Education Resource Center which is the instructional library of the College of Education. Also, the Delaware Learning Resource System is housed in the same location as the Center for Technology which has computer software for handicapped students and students with learning disabilities.

Funding

The University of Delaware pays for the space, rent on the building, and utilities. Funding received from the Delaware Office of Public Instruction pays for materials, personnel salaries, and computer time.

Services

- Maintains a collection of 2,200 materials which include instructional materials, books, professional journals, and computer software.
- Circulates materials by mail through the state courier system or at the resource center.
- Lends materials to anyone in the state.

- Does not have a toll-free number.
- Does not offer training to teachers or administrators.
- Does not offer access to database.
- Does not offer customized computer searches.

Staffing

The Delaware Office of Public Instruction provides funding for personnel. The staff has full-time employees as well as part-time work study students from the university.

FLORIDA

Location

Previously, they were located in local shopping malls. They have relocated to the adult community colleges. There are eight locations throughout the state of Florida.

Funding

All of their funding comes from State Lottery revenues. Annually, each non-instructional resource center is given $100,000 to assist local public and private adult literacy providers.

Services

- Offers a collection of literacy materials which include instructional materials, books, and audio visual materials.
- Circulates materials to anyone in the state.
- Offers training to tutors, teachers, and administrators.

- Does not offer a toll-free number.
- Does not offer access to a database.
- Does not offer a customized computer search.

Staffing

Each center employs a full-time local coordinator.

MICHIGAN

Location

The center is located at Central Michigan University though it is not affiliated with the university library system. It is in the same building as the teacher instructional library where it functions as a totally separate department.

Funding

Originally, the resource center was funded by the Michigan Department of Education. Now, it has become the Institute of Adult Learning and Literacy. It receives funds directly from the Michigan State Legislature, a line item of $300,000 annually. The center must match the funds 2 to 1 with private or federal grants and not with state funds. Last year, it received a Workplace Grant from the Federal government. It does not receive additional funds from the university.

Services

- Maintains a collection of 3,000 titles of research reports, instructional materials, books, annuals, articles, periodicals, and video presentations.
- Circulates materials to anyone interested in adult learning by mail or at the resource center.
- Directs planning for staff development activities.

- Does not have a toll-free number.
- Does not have access to database.
- Does not provide training of teachers and volunteers.
- Does not offer customized computer searches.

Staffing

The center has several full-time employees and is in the process of expanding their staff.

MISSOURI

Location

There are two locations in the State of Missouri. The Missouri Staff Development Project is located at Moberly Area Junior College. Another location is located in Jefferson City, Missouri which houses the hotline and the database.

Funding

It receives all of its funding from Section 353 of the Adult Education Act.

Services

- Maintains a collection of literacy materials.
- Offers a toll-free number to provide technical assistance.
- Provides training to teachers and administrators.
- Offers access to a database.

- Does not offer customized computer searches.

Staffing

The staff consists of several full-time employees.

MONTANA

Location

The resource center is located at Montana State University at the Center for Community School Development and Field Services. It is not affiliated with the university library system.

Funding

It is supported by 353 funds from the Adult Education Act.

Services

- Maintains a collection of over 1,000 materials which include instructional manuals, audio visuals, and other materials.
- Circulates materials through the mail.
- Conducts customized computer searches.

- Does not have a toll-free number.
- Does not have access to a database.
- Does not provide training to teachers and administrators.

Staffing

Personnel needs are met through federal funding.

NEW YORK

Location

The resource center is located in the New York State Education Department Building. It is operated by the New York State Library Educational Programs and Studies Information Service. It is a branch of the state library.

Funding

It is funded by the Office of Continuing Education through federal funds.

Services

- Operates a lending library with over 2,000 titles in its collection.
- Circulates materials by phone, by mail or at the resource center.
- Offers technical support to teachers and administrators.

- Does not have a toll-free number.
- Does not have access to a database.

Staffing

The resource center employs one full-time librarian and two clerks.

NORTH DAKOTA

Location

It is located in an independent location near the Bismarck State College campus. Bismarck State College is the fiscal agent for the Adult Literacy Resource Center.

Funding

It receives funding from the North Dakota Department of Public Instruction through funds from Section 353 of the Adult Education Act.

Services

- Maintains a collection of 1,000 titles of instructional materials and books.
- Circulates materials by telephone and mail.
- Offers in-service training and development of workshops.

- Does not offer a toll-free number.
- Does not have access to database.
- Does not conduct a customized computer search.

Staffing

The staff is comprised of two full-time professionals in literacy and one clerk.

PENNSYLVANIA

Location

The resource center is administered by the School Library Media Division of the State Library in the Pennsylvania Department of Education.

Funding

It receives funding from the Division of Adult Basic and Literacy Education. It also receives funding from Section 353 of the Adult Education Act.

Services

- Maintains a collection of 2,500 titles of both printed and audio visual materials.
- Offers a toll-free number to provide technical assistance.
- Circulates materials by visiting the center, telephone, or via telefax.

- Does not offer training to teachers and administrators.
- Does not have access to database.
- Does not offer a customized computer search.

Staffing

Personnel needs are met through federal funds.

TENNESSEE

Location

The research and resource center is located on the campus of the University of Tennessee and is an integral part of the College of Education.

Funding

It receives a grant from the Tennessee Department of Education and a private grant from the Knoxville News Sentinel Company.

Services

- Maintains a small collection of materials.
- Circulates materials to teachers.

- Does not have a toll-free number.
- Does not offer access to a database.
- Does not offer a customized computer search.

Staffing

The resource center employs several full-time persons.

TEXAS

Location

It is located on the Texas A&M University campus in the Texas Center for Adult Literacy and Learning; however, it is not affiliated with the university library system.

Funding

Funding comes from three sources: the Texas A&M University, state funds, and federal funds. The University provides the funding for the space; the Texas Department of Commerce provides funding for personnel of the Hotline and all other expenses incurred with the Hotline, and federal funds from Section 353 of the Adult Education Act, which are distributed through the Texas Department of Education, are used for all other expenses.

Services

- Maintains a large collection of books, instructional materials, and financial resource information, as well as other subject areas.
- Circulates materials to literacy providers by telephone and mail.

- Does not have a toll-free number.
- Does not offer training to teachers and administrators.
- Does not have access to a database.
- Does not offer customized computer searches.

Staffing

Personnel needs are met through federal and state funds.

VIRGINIA

Location

The center is operated in the School of Education by the Adult Education Program at Virginia Commonwealth University.

Funding

It is funded by public and private sources. It receives funding from the 353 funds of Adult Education Act. It also receives funding from the Virginia Department of Adult Education.

Services

- Maintains a collection of 7,000 titles which includes instructional materials, audio visuals, computer software, professional development resources, and special collections.
- Offers a toll-free number for technical support.
- Offers staff development training to literacy organizations.
- Circulates materials through mail, by telephone, and at the resource center.

- Does not offer access to a database.
- Does not offer a customized computer search.

Staffing

The resource center employs four full-time employees. The center also employs several graduate and undergraduate students.

WEST VIRGINIA

Location

It is located at Cedar Lake Conference Center in Ripley, West Virginia.

Funding

It is funded by the West Virginia Legislature.

Services

- Maintains a collection of over 700 titles of instructional materials and audio visuals.
- Offers a toll-free number for technical assistance.
- Circulates materials by mail, personal visit or using toll-free number.
- Provides curriculum development to teachers.

- Does not provide access to a database.
- Does not provide a customized computer search.

Staffing

Personnel needs are met through state funds.

ADULT LITERACY PROVIDER SURVEY

A survey was sent to 120 private and public adult literacy providers throughout the State of Georgia. (See Table 3, page 18.) The providers were representative of public literacy programs as well as small private and volunteer programs. The purpose of the survey was to gather information from providers as to what materials and resources would be most useful to them. Responses were received from 78 providers (65%). (See Table 4, page 19 for a summary of the results.)

Materials most likely to be used are in the following areas:

- funding sources for literacy programs
- workplace literacy
- literacy for learning disabled persons
- books for new readers
- recruitment and retention in literacy programs
- instructional materials for adult literacy
- family literacy

Materials least likely to be used are:

- literacy for homeless persons
- computer software for literacy programs
- literacy volunteer training
- literacy for the elderly

Findings were used in the development of the adult literacy resource center bibliography.

Table 3
Adult Literacy Provider Survey

The Center for the Study of Adult Literacy at Georgia State University, Atlanta will be working with the State of Georgia Office of Adult Literacy to select materials for a State Adult Literacy Resource Center. The Resource Center will be comprised of professional literature, instructional and assessment materials, and other materials which would be helpful to adult literacy providers. In order for the Resource Center to be useful and effective, we need your input. We would like for you to take a few moments to answer the following survey. After completing the survey, please mail it in the self-addressed envelope to:

Renee Campbell
Center for the Study of Adult Literacy
Box 682, University Plaza
Atlanta, GA 30303

Please mail it by August 30, 1990. Thank you for taking time out of your busy schedule to complete this survey.

As an adult literacy provider, what types of materials would you be more likely to use in a State Adult Literacy Resource Center?

1 indicates the Least useful/5 indicates the Most useful

Instructional Materials	1	2	3	4	5
Books for New Adult Readers	1	2	3	4	5
Computer Software	1	2	3	4	5
Assessment Materials	1	2	3	4	5
Staff Development	1	2	3	4	5
Program Planning	1	2	3	4	5
Recruitment and Retention	1	2	3	4	5
Volunteer Training	1	2	3	4	5
Family Literacy	1	2	3	4	5
Workplace Literacy	1	2	3	4	5
Funding Sources	1	2	3	4	5
Special Populations:					
Homeless	1	2	3	4	5
Limited English Proficient	1	2	3	4	5
Elderly	1	2	3	4	5
Incarcerated	1	2	3	4	5
Learning Disabled	1	2	3	4	5

Table 4
Adult Literacy Provider Survey Results

What types of materials would you be more likely to use in a State Adult Literacy Resource Center? (N=78)

	Least 1	2	3	4	Most 5
Instructional Materials	5%	8%	11%	17%	42%
Books for New Adult Readers	8%	7%	8%	23%	48%
Computer Software	11%	5%	16%	23%	39%
Assessment Materials	5%	6%	23%	21%	37%
Staff Development	5%	17%	21%	27%	25%
Program Planning	2%	11%	28%	30%	24%
Recruitment & Retention	6%	0%	11%	34%	44%
Volunteer Training	11%	6%	19%	29%	30%
Family Literacy	1%	3%	19%	29%	41%
Workplace Literacy	2%	6%	11%	20%	55%
Funding Sources	6%	1%	10%	19%	60%
Homeless	17%	14%	26%	20%	14%
Limited English Proficient	3%	8%	29%	18%	33%
Elderly	10%	19%	21%	28%	11%
Incarcerated	7%	14%	21%	26%	25%
Learning Disabled	3%	12%	12%	20%	48%

BASIC RESOURCES FOR ADULT LITERACY PROVIDERS IN GEORGIA:

AN ANNOTATED BIBLIOGRAPHY

ADULT LITERACY: GENERAL INFORMATION

Brookfield, S. D. (1986). Understanding and facilitating adult learning. San Francisco: Jossey-Bass.

Useful as a general reference on how adults learn. Provides an analysis of the various theories of adult learning, development and pedagogy.

Chase, N. D., Elifson, J. M., Hennessey, K. A., & Nurss, J. R. (1990). Adult literacy in Georgia: Findings and recommendations of the Governor's Task Force. Georgia Journal of Reading, 16(2), 7-14.

Summarizes the findings of the Georgia Task Force on Adult Literacy which resulted in the reorganization of the state adult literacy efforts.

Costa, M. (1988). Adult literacy/illiteracy in the U.S. Santa Barbara, CA: ABC-CLIO.

A handbook for reference and research. Includes a chronology of literacy efforts in the United States, biographical sketches of important individuals, facts and data regarding adult literacy, a directory of organizations, associations, government agencies and a list of reference materials.

Darling, S., Puckett, D., & Paull, S. (1983). Organizing a successful adult literacy program. Louisville, KY: Jefferson County Public Schools.

Offers practical information on how to organize an adult literacy program. A practical guide for persons with no prior knowledge about literacy organizations and operations.

Fingeret, A., & Jurmo, P. (Eds.). (1989). Participatory literacy education. San Francisco, CA: Jossey-Bass.

Explains participatory literacy theory and practice. Presents several learner-centered adult literacy programs in which adults are involved in their own literacy development. Insightful and thought provoking.

Lerche, R. (1985). Effective adult literacy programs: A practitioner's guide. New York, NY: Cambridge Adult Education Company.

A synthesis of the findings of the National Adult Literacy Project. Includes information on how adult literacy programs in a wide variety of settings are planned, implemented, and evaluated. Includes chapters on recruitment and public relations, orientation, counseling, diagnostic testing and assessment, instructional methods and materials, follow-up of learners' programs, evaluation, managing financial resources and human resources.

Mayer, S. (1984). Guidelines for effective adult literacy programs. Minneapolis, MN: Rainbow Research, Inc.

Intended to provide guidance for adult literacy programming. Examines components of effective literacy programs on the local level. Includes chapters on understanding and addressing community issues and community assessment; composing a statement of mission and philosophy; networking and partnerships; recruiting adult learners; interviewing and assessing adult learners; determining staffing needs and recruiting staff; planning instruction and choosing materials; governance and management of programs; evaluation of programs and keeping of program records.

Project Literacy U.S. (PLUS). (1987). Information and resources for task forces. Pittsburgh, PA: Metropolitan Pittsburgh Educational Television.

A resource guide with information on how to begin or to enhance a local adult literacy program. Includes information on needs assessment, recruiting and training volunteers, budgeting and fundraising, marketing, and business connections.

Wlodkowski, R. J. (1985). Enhancing adult motivation to learn. San Francisco: Jossey-Bass.

Examines how motivation affects the adult learner. Offers practical applications of theories to motivate adults to learn and how to incorporate these activities into adult literacy instruction.

COMPUTER-ASSISTED LITERACY

Adult Literacy & Technology, (1989). Guide to literacy software (1989 ed.). San Ramon, CA: People's Computer Corporation.

An annotated computer software guide in which software has been reviewed by adult education teachers and their students for its appropriateness and effectiveness. The guide provides a complete description as well as strengths and weaknesses of literacy software. It is a very useful and informative aid for adult educators and administrators selecting computer software for adult literacy programs.

Askov, E., & Turner, T. C. (1989). Using computers for teaching basic skills to adults. Lifelong Learning, 12(6), 28-31.

Explains how using computers allows adults to learn basic skills in new ways. Includes advantages and disadvantages associated with use of computers in instruction. Lists some questions which providers should ask themselves when considering whether or not to use computers.

Howie, S. (1988). The advantages of the computer in teaching adult literacy. In M. Norton (Ed.), Literacy for living conference papers: Australian Council for Adult Literacy National Conference. (pp. 131-135). Brisbane, Australia: Australian Council for Adult Literacy. (ERIC Document Reproduction Service No. CE 054 506)

Explains the specific advantages of using computers in teaching adult literacy courses. It elaborates on ways to transfer skills learned on the computer while learning to read and to write.

Kerka, S. (1988). Technology and adult education: A list of resources. Lifelong Learning, 11(8), 17-22.

A short list of annotations of materials which deal with philosophical and practical aspects of technology's influence on adult education.

Maclay, C. M., & Askov, E. N. (1988). Computers and adult beginning readers: An intergenerational literacy study. Lifelong Learning, 11(8), 23-28.

Describes the use of computers with functionally illiterate parents and their children. The experimental group used computer courseware 80% of the time and made significant gains in reading while the control group did not make gains.

Nurss, J. R. (1989). PALS: A computerized adult literacy program. Adult Learning, 2(4), 28.

Delineates the use of the PALS computer literacy program as a motivating force for retaining students in adult literacy programs; thus, lowering dropout rates. Briefly, it explains the strengths and weaknesses of the system.

Turner, T. (1988). An overview of computers in adult literacy programs. Lifelong Learning, 11(8), 9-12.

Provides an analysis of computer use in the adult literacy field. Offers a comparison of the primary computer systems which provide adult literacy instruction. It suggests relevant questions to consider before purchasing adult literacy computer software.

Weiner, R. B. (1984). Evaluating software: You don't have to be computer literate to effectively select CAI materials. Lifelong Learning, 7(7), 14, 16-17, 28.

Provides useful information about types of computer software for literacy instruction. Gives guidelines for selecting courseware from 5 types of materials: tutorials, drill and practice, demonstrations, simulations, and instructional games.

FAMILY LITERACY

Auerbach, E. R. (1989). Toward a social-contextual approach to family literacy. Harvard Educational Review, 59(2), 165-181.

Some family literacy programs try to change the social context of literacy in the home, or fit it to the mold of American schools, when they should identify the family's social context and strengths and capitalize on them. Lists ten activities/practices that correspond to the social-contextual view of literacy, using a whole language approach.

Handel, R., & Goldsmith, E. (1989). Children's literature and adult literacy: Empowerment through intergenerational learning. Lifelong Learning, 12(6), 24-27.

Describes how children's literature can contribute to the adult literacy curriculum through an intergenerational workshop in which children's literature is used to develop adult literacy.

McIvor, M. (1990). Family literacy in action: A survey of successful programs. Syracuse, NY: New Readers Press.

Describes eight family literacy projects across the United States. Discusses aspects of program development and management, including program start-up, funding, recruitment, materials, challenges, and solutions.

Nickse, R. S. (1990). Family literacy programs: Ideas for action. Adult Learning, 1(5), 9-13, 28-29.

A partial answer to the question of how to conduct a family literacy program. Provides general information about designing a local family literacy program.

FUNDING SOURCES FOR LITERACY PROGRAMS

Association for Community Based Education. (1986). Directory of corporate funding sources. Washington, DC: Association for Community Based Education.

Provides a list of corporate donors which support non-profit organizations. Offers general guidelines for approaching corporations for financial support. Includes other funding resources which are available.

Association for Community Based Education. (1987). ACBE fundraising planning guide. Washington, DC: Association for Community Based Education.

Deals with the most crucial issues of fundraising: determining needs, selecting priority targets consistent with the goals of the organization, and mapping a workable fundraising strategy. Very practical.

Business Council for Effective Literacy. (1989). Make it your business. A corporate fundraising guide for literacy programs. New York, NY: Business Council for Effective Literacy.

Provides practical information about how to raise funds through corporate contributions. Explains how to develop a good corporate fundraising program. Lists national funding resources as well as recommended reading materials.

Favini, R., & Hayes, S., Comp. (1990). Keeping history alive: Fundraising for non profits. A bibliography. Waltham, MA: Bentley College.

A very concise and comprehensive fundraising bibliography for non-profit organizations.

Hall, M. (1988). Getting funded: A complete guide to proposal writing. Portland, OR: Portland State University Continuing Education.

Information on how to search for funding and how to prepare and organize a proposal by presenting a sound plan for service and providing support for ongoing programs. Very practical.

National Center for Family Literacy. (1990). A guide to funding sources for family literacy. Louisville, KY: National Center for Family Literacy.

An excellent guide for organizations who are trying to secure funding for family literacy programs through state, local, and federal government sources. The booklet explains how to write a grant proposal and includes foundations and corporate donors which fund family literacy programs.

Nickel, J. K. (1983). Grasping the fundraising straws. The Rural Community Education Report, 19, 1, 4.

Suggests local fundraising activities for non-profit organizations.

Reading Is Fundamental. (1984). The RIF book of ideas: Raising funds. Washington, D.C.: Smithsonian Institution.

Suggests ingenious ways to raise funds for non-profit organizations.

INSTRUCTIONAL METHODOLOGY FOR ADULT LITERACY

Boraks, N. (1989). Reading instruction for adult groups with varied reading levels. Adult Literacy and Basic Education, 13(4), 136-145.

Explains how to use the multi-text approach to reading when instructing a wide range of adult learners. Provides a brief explanation of the instructional steps involved in implementing the program.

Davenport, S. (Ed.). (1982). Getting started. A preservice manual for adult literacy teachers. Dekalb, IL: Northern Illinois University. (ERIC Document Reproduction Service No. ED 256 912)

Written to help beginning adult literacy teachers to be effective in teaching adult students.

Dixon, C., & Nessel, D. (1983). Language experience approach to reading (and writing). Hayward, CA: The Alemany Press.

Explains how to use the language experience approach to teach English-as-a-Second-Language students. Especially useful for adult ESL instructors.

Kazemek, F. (1985). Functional literacy is not enough: Adult literacy as a developmental process. Journal of Reading, 28(4), 332-335.

Kazemek details the role of the adult literacy instructor in providing expressive discourse as an addition to functional literacy instruction.

Kennedy, K., & Roeder, S. (1975). Using language experience with adults: A guide for teachers. Syracuse, NY: New Readers Press.

Thorough description of how to use language experience approach (LEA) in adult classes. Explains why LEA works as well as how. Students give to and learn from each other, and learn to feel self-respect and pride in the task of reading which has made them feel passive and like a failure in the past.

King, J. (1990). Adult students and the power of writing. Vision, 2(2), 1-3.

Brief, readable exploration of reading-writing connections. It explains how writing can be a valuable tool for adult literacy instruction. Provides a practical approach to teaching adults to write about their experiences while striving to attain literacy skills.

MacGowan, A. (1985). Holistic teaching and learning methods. Why they work so well and how to use them in your classes. Connections: A Journal of Adult Literacy, 1, 17-18.

Describes four different methods of instructing adult students in a holistic approach. Elaborates on language experience approach, dialogue journal writing, conference-centered writing, and ethnographic techniques.

Marek, A. M. (1989). Using evaluation as an instructional strategy for adult readers. In K. Goodman, Y. Goodman, & W. Hood (Eds.), The whole language evaluation book (pp. 157-164). Portsmouth, NH: Heineman.

Discusses the use of miscue analysis as an instructional evaluation tool for adult literacy students.

Meyer, V., & Keefe, D. (1990). Reading for meaning: Selected teaching strategies. Glenview, IL: Scott Foresman.

This book provides numerous activities for adult literacy students, emphasizing those that use the whole language approach.

North Carolina Center for Literacy Development. (1989). A collection of learner-centered curriculum pieces. Raleigh, NC: The North Carolina Center for Literacy Development.

Stories by new readers produced in a learner-centered curriculum. Each composition is followed by short meaningful exercises (vocabulary, comprehension, word study).

Padak, N., & Padak, G. (1988). Writing instruction for adults: Present practices and future directions. Lifelong Learning, 12(3), 4-7.

Reviews current practices in writing instruction. Asserts that teachers should move away from the role of writing expert and expand their view of teaching writing by encouraging journal writing, responding to content, and focusing on ideas, not editing.

Padak, N., & Padak, G. (1987). Guidelines and a holistic method for adult basic reading programs. Journal of Reading, 30, 490-496.

Suggests several guidelines for programs with adult basic readers, emphasizing learner-centered approaches such as language experience. Outlines how to do the language experience approach.

Padak, N. D., Davidson, J. L., & Padak, G. M. (1990). Exploring reading with adult beginning readers. Journal of Reading, 34(1), 26-29.

Explains several strategies for getting diagnostic insights into reader's abilities without using standardized tests. Intake interviews establish rapport between teacher and learner and provide information regarding interests and background. Provides a list of questions for exploring adult's notion of reading process and her/his awareness of reading strategies. Tells how to find out about learner's comprehension ability (listening and reading), and how to use story re-telling to assess comprehension.

Rigg, P., & Kazemek, F. (1985). For adults only: Reading materials for adult literacy students. Journal of Reading, 28(8), 726-773.

Lists six criteria for selecting adult materials including lyrics of songs by popular artists, passages from the Bible, hymns, and poems with themes familiar to the students. Also lists techniques for using these materials, including the language experience approach.

Ross, E. P. (1989). How to use the whole language approach. Adult Learning, 1(2), 23-24, 27, 29.

Using a whole language approach, students learn in relation to their own needs, interests, goals. Techniques which can be used in adult classrooms include read-aloud sessions, story dictation, and journal writing.

Soifer, R., Irwin, M. E., Crumrine, B. H., Honzaki, E., Simmons, B. K., & Young, D. L. (1990). The complete theory-to-practice handbook of adult literacy: Curriculum design and teaching approaches. New York: Teachers College Press.

At last, a "how-to" for whole language methodology in adult classroom! Suggestions for concrete lessons in reading and writing, class organization, using computers, and program development.

Thistlewaite, L. (1983). Teaching reading to the ABE student who cannot read. Lifelong Learning, 7(1), 5-7, 28.

Translates theory into practice by presenting various ways to teach adults reading, including assisted reading, language experience approach, incorporation of listening and discussion with reading activities, and reading through writing. Especially applicable for teachers who are instructing students with minimal reading skills.

Unwin, C. G. (1989). Two volunteer programs for instructing adult illiterates: An evaluation. Adult Literacy and Basic Education, 13(3), 118-126.

Evaluates the differences between two volunteer adult literacy programs: Laubach Literacy Action and Literacy Volunteers of America. Explains how the Laubach method is exclusively phonics-based and LVA uses a flexible approach.

Wangberg, E. G., & Reutten, M. K. (1986). Whole language approaches for developing and evaluating basic writing ability. Lifelong Learning, 9(8), 13-15, 24-25.

Explains how to use a holistic assessment system to evaluate student writing.

Warnock, P. (1989). Humor as a didactic tool in adult education. Lifelong Learning, 12(8), 22-24.

The appropriate use of humor is a powerful tool that can change people's knowledge, aspirations, attitudes, and skills. Laughter loosens fixed positions and mind sets. Humor helps bonding and enjoyment and dispels boredom.

LEARNING DISABLED ADULTS: LITERACY INSTRUCTION

Ross, J. M. (1987). Learning disabled adults: Who are they and what do we do with them? Lifelong Learning, 11(3), 4-7.

Gives information on the incidence of learning disabilities, academic achievement of learning disabled individuals, and information-processing difficulties they may have. Discusses occupational selection and employment, social adjustment, strategies for intervention, and assessment of adults with learning disabilities.

Smith, S. L. (1985). Falling through the cracks: Learning disabled adults at night school. The Pointer, 30(1), 25-27.

Presents a description of learning disabled adults and describes a program for addressing their needs.

Thistlewaite, L. (1983). The adult disabled reader--An independent learner? Lifelong Learning, 7(3), 16-17, 28.

Discusses the barriers that disabled adult readers face and that hinder them from becoming self-directed independent adult learners.

Weiss, H. G., & Weiss, M. S. (1985). The world is a learning place: Helping learning disabled adults develop survival skills. Avon, CA: Learning Consultant.

Describes difficulties encountered by learning disabled students and summarizes ways learning disabled adults have learned to cope with daily problems. Stresses importance of understanding problems, seeking out sensitive professionals, developing strategies to cope with classroom demands, and obtaining counseling. Reviews strategies which have been found successful. Very helpful.

NEW ADULT READERS: BIBLIOGRAPHIES OF BOOKS

Collins, V. L. (1990). Reader development bibliography: Books recommended for adult new readers (4th ed.). Syracuse, NY: New Readers Press.

An annotated list of books for adult literacy instruction on a wide range of subjects. Each book is labeled and categorized by subject and reading level (Gunning Fog Index).

Project Learn. (1989). Books for adult new readers (5th ed.). Syracuse, NY: New Readers Press.

An annotated bibliography of books for new adult readers. Selected according to their appropriateness for adults. Reading level determined by the Gunning Fog Index.

RECRUITMENT & RETENTION IN LITERACY PROGRAMS

Bean, R. M., Partanen, J., Wright, F., & Aaronson, J. (1989). Attrition in urban basic literacy program and strategies to increase retention. Adult Literacy and Basic Education, 13(3), 146-154.

Explains a study to investigate the reasons that adult students leave literacy programs before completing their goals. Suggests strategies to reduce attrition.

Davis, R. S. (1989). Putting fannies in the seats: Recruitment techniques that work. Adult Literacy and Basic Education, 13(1), 24-27.

This article discusses numerous ways to recruit students into adult basic education programs. Suggests several low cost recruitment techniques as well as more expensive methods.

Nurss, J. R., & Chase, N. D. (1989). Workplace literacy: A tool for recruitment. Adult Literacy and Basic Education, 13(1), 16-23.

Workplace literacy programs provides an avenue to recruit students who would not attend adult basic education classes under normal circumstances, but have low literacy skills. Generally, programs are located at the worksite, curriculum is job-related and conducted on company time, factors which are attractive to most workers.

Valentine, T. (1990). Why do eligible adults fail to become ABE students? The Kentucky Network, 4-5.

Explains why eligible adults choose not to participate in adult basic education. Low perception of need, situational barriers, perceived effort, and dislike for school are listed as reasons for nonparticipation.

SPECIAL ADULT POPULATIONS IN LITERACY PROGRAMS (ESL, Elderly, Incarcerated)

Brown, H. W. (1989). Literacy training and older Americans. Washington, DC: American Association of Retired Persons.

Examines the problems of illiteracy among older adults (over age 50). Provides a review of current literacy efforts nationally. Suggests future options to help in the development of literacy programs for older adults.

Fox, T. A. (1987). Teaching in prisons: Considerations of the concept of adult education. Paper presented at the Conference on Change: Implications for Adult Learning. Regina, Saskatchewan, Canada. (ERIC Document Reproduction Service No. ED 284 070)

Discusses misconceptions concerning prisoners and justification for education programs in prisons. Presents typical educational characteristics of prisoners and discusses the need to provide educational programs based on adult learners' needs.

Gold, P. C. (1983). Literacy training in penal institutions. Paper presented at the National Adult Literacy Conference. Washington, DC (ERIC Document Reproduction Service No. ED 240 292)

Examines the inadequacies of existing literacy programs in penal institutions and the need for coordinated educational programs in penal institutions. States the key components of exemplary literacy programs in prisons.

Jacob, B., & Ventura-Merkel, C. (1986). Tutoring older adults in literacy programs. Washington, DC: National Council on Aging, Inc.

Written for literacy volunteer tutors to address the special needs and interests of illiterate older learners. Provides successful tutoring tips in prose and chart form.

Moore, J. (1988). Developing successful adult basic education programs for older adults. Asheboro, NC: Randolph Community College.

This booklet is designed to help literacy instructors become more knowledgeable about older students. Examines the characteristics, needs, and concerns of older students. Also includes a guide to determining students' interests.

Mrowicki, L. G. (1983). Basic ESL literacy for the non-literate student. NAAESC Occasional Papers, 2(1). DeKalb, IL: Northern Illinois University.

Provides a good introduction to English-as-a-Second-Language adults. Especially useful for teachers with little or no prior experience teaching ESL.

Reck, J., et al. (1986). Tutoring ESL: A handbook for volunteers. Tacoma, Washington: Tacoma Community House.

This manual contains explicit instructions for volunteer tutors. It emphasizes review as a means of achieving retention, advocates setting specific learning objectives for each lesson, and cautions against error correction at break time and during warm-up. Some ideas might also be useful for experienced teachers.

Rigg, P. (1990). Whole language in adult ESL programs. ERIC/CLL News Bulletin, 13(2), 1, 4.

Articulates the principles of whole language which underlie three successful programs for adults: language is whole, must be kept whole, and is not split into listening and speaking. Draws parallels between the uses of written and oral language. Defines terms used by whole language practitioners and theorists which give an idea of how the whole language philosophy translates into practice.

Simich-Dudgeon, C. (1989). English literacy development: Approaches and strategies that work with limited English proficient children and adults. Silver Spring, MD: National Clearinghouse for Bilingual Education.

Presents effective approaches for the development of literacy in children and adults with limited English proficiency. Also provides principles which guide effective literacy programs for limited English proficient students.

Wallerstein, N. (1984). Literacy and minority groups. Community literacy as a method and goal. Washington, DC: National Institute of Education.

Community literacy is an approach to learning in which the curriculum is derived from the needs of the students and in which students and teachers are actively engaged in the process of learning and community development. Explains how community literacy could help overcome the learning barriers many ESL students face.

VOLUNTEER TRAINING FOR LITERACY PROGRAMS

Arizona Department of Education. (1984). Project SAVE (State Adult Volunteers in Education: Organizing a community-based literacy program. Tucson, AZ: Arizona Department of Education.

Provides overview of how to be an effective volunteer tutor and how to establish a community program.

Robson, E., DeVergilio, M., & DeButts, D. (1989). LITSTART: Literacy strategies for adult reading tutors (2nd ed.). Lansing, MI: Michigan Literacy, Inc.

This handbook has been written to train adult literacy volunteer tutors. Presents information on adult learners, reading strategies (comprehension, word recognition, and creating text), and how to begin.

Rogers, J. J. (1984). Maintaining volunteer participation in adult literacy programs. Lifelong Learning, 8(2), 22-24.

Offers the reader some strategies to retain volunteer tutors in literacy programs. Recommends presenting tutoring as an opportunity to get to know someone, not to be a teacher.

Waite, P. A. (1984). The role of volunteers in adult literacy programs. Paper presented at the National Adult Literacy Conference, Washington, DC (ERIC Document Reproduction Service No. ED 240 294)

Planners should initiate local community conferences concerned with development of local adult literacy programs. Volunteerism should be a national priority to solve the problem of illiteracy.

WORKPLACE LITERACY

Askov, E. N., Aderman, B., & Hemmelstein, N. (1989). Upgrading basic skills for the workplace. University Park, PA: Institute for the Study of Adult Literacy.

A workbook for workplace literacy trainers and providers. Provides a guide for marketing workplace literacy services as well as information on occupation focused instruction. Lists references and an annotated bibliography of workplace literacy materials.

Business Council for Effective Literacy. (1987). Job-related basic skills: A guide for planners of employee programs. BCEL Bulletin, 2. New York: Business Council for Effective Literacy.

A practical guide for workplace literacy planners who are in the initial stages of development. Contains a list of key reference persons who have expertise in perspectives fields and a comprehensive bibliography.

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1988). Workplace basics: The skills employers want. Washington, DC: American Society for Training and Development.

Presents the relationship between basic skills and competitiveness, including technical change; literacy, communication, and behavioral skills employers want; and how to establish programs to deliver these workplace basics step-by-step.

Dunn-Rankin, P., & Beil, D. (1990). A primer for workplace literacy programs. Training and Development Journal, 44(8), 45-47.

Presents key aspects of workplace literacy programs including ways to begin a basic skills program. It describes many ongoing workplace literacy programs. Recommendations for an effective program are given.

Mikulecky, L. (1984). Preparing students for workplace literacy demands. Journal of Reading, 28(3), 253-257.

Discusses literacy demands of jobs, problems of transfer of skills, and implications for classroom teachers. Includes a list of ideas for having students help gather materials. Suggests sample assignment related to jobs. Argues that preparing students for literacy demands outside school means increasing both the amount of time students spend reading and writing and the range of real world reading and writing materials that they use to solve problems and complete tasks.

BEST COPY AVAILABLE

Philippi, J. W. (1988). Matching literacy to job training: Some applications from military programs. Journal of Reading, 31(7), 658-666.

The article discusses how to teach job literacy and how to develop workplace literacy lesson formats using job materials. Good introduction for persons wanting to offer a workplace literacy program.

Sarmiento, A. R., & Kay, A. (1990). Worker-centered learning: A union guide to workplace literacy. Washington, DC: AFL-CIO Human Resources Development Institute.

This guide explains how to develop a workplace literacy program designed around the needs of the workers. Outlines the basic steps needed to assess worker needs and joint program planning.

U.S. Department of Labor and Education. (1988). The bottom line: Basic skills in the workplace. Washington, DC: U.S. Dept. of Labor and Education.

Explains how to do a job literacy audit and use it to design a workplace literacy program. A step-by-step guide for planners and teachers.

SELECTED ADULT LITERACY INSTRUCTIONAL MATERIALS

Note: Reading level of each item on this list has been designated according to the categories defined in the report of the Georgia Governor's Task Force on Adult Literacy (1988). Categories are intended to assist in the selection of materials for readers in literacy classes.

- *Basic Literacy: the ability to clearly express thoughts verbally and to read those thoughts as written. Instructional materials in this category range in difficulty from grade 1 to grade 6 in level of difficulty.*

- *General Literacy: the ability to read and comprehend what is generally written for public consumption, such as newspapers and magazines. Instructional materials in this category range from grade 6 to grade 9 in level of difficulty.*

Anderson, D. G., Stone, C. R., & Burton, A. E. (1988). New practice readers, books A-G. New York: Phoenix Learning Resources.

There are seven volumes in this series, each providing 8 units of reading material. All volumes follow the same format. A readiness activity preceding each unit can be handled as oral group work. Several skills are targeted in exercises after each reading selection:

- finding specific answers and giving details
- deciding the meaning of the whole
- recognizing the correctness, falseness, or pertinence of a statement in relation to a selection
- recognizing meanings of words in context.

An advantage of this series is that reading selections are short, making them manageable by students who cannot focus their attention for long periods. Read-along cassettes are available for the first four volumes.

Level: Basic

Bernstein, V. (1990). America's story, book I. Austin, TX: Steck-Vaughn.

Looks like an illustrated magazine. Topics include: first Americans, Columbus, and the Spanish explorers. Each section begins with a list of new words, then the reading passage followed by three or four types of exercises:

- Read and remember (finish the sentence)
- Think and apply (sequence events, find the main idea, make comparisons, cause and effect, draw conclusions, find the relationship, distinguish fact from opinion)
- Writing workshop ("Write four sentences that tell how the Indians lived in America.")
- Skills in reading maps, charts, time lines, diagrams
- Crossword puzzle

Useful for pre-GED classes.

Level: Basic

Bernstein, V. (1986). World geography and you, book I. Austin, TX: Steck-Vaughn.

Reading passages cover the United States, Canada, Latin America, Europe. Each section begins with a list of new words, then the reading material, followed by comprehension, writing, and/or application exercises. Useful for pre-GED classes.

Level: Basic

Bernstein, V. (1990). World history and you, book I. Austin, TX: Steck-Vaughn.

Reading topics include Stone Age people, people of ancient Egypt, the story of ancient Greece, the beginning of Christianity. Each section introduces the vocabulary, presents the reading selection, and is followed by comprehension and application exercises. Useful for pre-GED classes.

Level: Basic

Billings, H., & Stone, M. (1990). Great disasters. Austin, TX: Steck-Vaughn.

High interest topics of reading passages include the Yellowstone fires of 1988, the last flight of the Challenger, the sinking of the Titanic. Vocabulary words are highlighted in reading passages. Exercises following passages include:

- Do you remember?
- Critical thinking (main ideas; finding the sequence; cause and effect)
- Exploring words
- Express yourself (pretend that you are a character in the story; write a journal entry)

Also in series:

Great adventures.
Great firsts.
Great escapes.
Great heroes.

Level: Basic

Coffin, S. (1989). Georgia history and government. Durham, NC: Institute for Southern Studies.

This book is intended to provide a basic, simplified account of history and government of Georgia for residents who are seeking permanent resident status or United States citizenship. It can be used in adult literacy classes, English-as-a-second-language classes, and voter registration drives, as well as in citizenship classes.

Level: Basic

Couter, B., Hatala, C. C., & Arnold, C. (1989). Vocabulary connections, a content-area approach, levels A thru H. Austin, TX: Steck-Vaughn.

Helpful in teaching vocabulary. Some of the reading passages can be topics for discussion with one student at a time or with a small group. A pronunciation key and dictionary are included.

Level: General

Falstein, M. (1987). Meeting the challenge: Biographies of black Americans. Elizabethtown, PA: The Continental Press, Inc.

Intended as supplementary reading. Brief passages about 30 Black women and men in a variety of occupations. Includes Kareem Abdul-Jabbar, Marian Anderson, Maya Angelou, Harriett Tubman, and others. Optional comprehension questions follow each passage.

Level: Basic

Firsten, R. (1991). Real-life English grammar, books 1-4. Austin, TX: Steck-Vaughn.

Four-book grammar series. Isolates and reinforces grammatical structures, (e.g., comparison of adjectives using -er, simple past tense.) Teacher's edition gives detailed instructions for use and for class activities. Useful for pre-GED classes.

Level: Basic

Gause-Jackson, A., & Bands-Hayes, B. (1989). Champions of change: Biographies of Black Americans. Austin, TX: Steck-Vaughn.

Interesting reading for adults. Has large print and photographs. Contains a few vocabulary exercises and provides a glossary. Short biographies of Coretta Scott King, Bill Cosby, Jesse Owens, Tom Bradley, Martin Luther King, Jr., and others.

Level: General

Goble, D. Y. (1989). How to get a job and keep it. Austin, TX: Steck-Vaughn.

Practical information and practice for getting a job and holding it. Job-hunting glossary provides vocabulary which students will encounter during the search for employment. Tells how to get a social security card and how to fill out a job application.

Level: General

Hill, R. C. (1990). Spotlight on music stars. Austin, TX: Steck-Vaughn.

Articles about George Michael, Gloria Estefan, Def Leppard, and others. Vocabulary words are highlighted in the body of the text. Each reading selection is followed by exercises:

- Remembering the facts
- Finding the sequence, drawing conclusions
- Using vocabulary; using words in sentences; crossword puzzle
- Writing your ideas

Level: Basic

Hill, R. C. (1990). Spotlight on sports stars II. Austin, TX: Steck-Vaughn.

Articles about Randall Cunningham, Gabriella Sabatini, Spud Webb, Greg Louganis, and others. Exercises on comprehension of details, sequence, vocabulary, and writing.

Also available in the Spotlight Series:

Spotlight on movie stars.
Spotlight on rock stars.
Spotlight on sports stars.
Spotlight on TV stars.

Level: Basic

Johnson, D. (1989). Passages. (2nd ed.). Iowa: Perfection Form Company.

Ten easy-to-read novels are matched with workbooks designed to help the student increase vocabulary and build reading skills. Units on vocabulary include exercises on defining words in context, choosing a definition, and classifying words. Comprehension activities include tracking main ideas, getting the facts, making inferences, interpreting figurative language, summarizing, reading critically. Novels are written by Anne Schraff.

Please don't ask me to love you.
An alien spring.
Don't blame the children.
The ghost boy.
The haunting of Hawthorne.

Level: Basic (grades 3 to 5)

Maitland's kid.
A song to sing.
Sparrow's treasure.
When a hero dies.
The vandal.

Level: Basic (grades 5 to 6)

Jolly, J., & Robinson, L. (1990). Real-life English: A competency-based ESL program for adults. Levels 1, 2, and 3. Austin, TX: Steck-Vaughn.

Series designed to help adults acquire the language and life-coping skills necessary to function successfully in the United States. Teaches conversation, grammar, writing. For open-entry, open-exit programs. Moves from pre-literacy to general literacy categories.

Level: Pre-literacy to General

Kempster, T. N. (Ed.). (1990). Let's work it out: Topics for parents. Syracuse, NY: New Readers Press.

Two levels consisting of eight illustrated booklets apiece are available. Each contains 5 to 10 topics for discussion and writing.

Booklets are entitled:

Family Crisis
Role models
Discipline
Problem-solving
Showing you care
Talking about sex
Coping with school

Level: Level 1 - Basic (2nd grade)
Level 2 - Basic (4th to 6th grade)

Lipkin, C., & Soltaroff, V. (Eds.). (1990). Words on the page, the world in your hands. Books 1, 2, 3. NY: Harper and Row, Perennial Library.

Prose and poetry written, selected, and adapted by contemporary writers for adults in literacy programs and others who wish to expand their horizons for reading. Topics include death, aging parents, anxiety, sign language. Fertile ground for reader response, reflection and writing.

Level: Books 1 and 2 - Basic
Book 3 - General

McAdam, R. (1990). Beyond victory. Iowa: Perfection Form Company.

Six anthologies of non-fiction short stories for reluctant readers. In each volume are eight stories of great athletes, spotlighting the turning points in their careers. A teacher's guide for each volume includes a biography of each athlete, a glossary, and discussion questions.

Anthologies are entitled:

Viva gonzales.
In a cloud of dust.
It's only gold.
Battle of the sexes.
What handicap?
The generous champ.

Level: Basic

News for you. (1990). Syracuse, NY: New Readers Press.

Newspaper for new readers based on current news--real life happenings! Tabloid; 4 pages; published weekly. Contains crossword puzzle and one cartoon.

Level: Basic

Schenck, B. (Ed.). (1984). Snapshots: A collection of reading for adults. New York: Cambridge Adult Education Company (division of Prentice-Hall).

A four-book series of anthologies. Reading passages were selected to meet a wide range of interests: child care, personal relationships, health and fitness, money, computers, working, and not working. Each reading passage is followed by several questions to assess comprehension; answers are given in the back of the book. However, using the questions is optional.

Level: Books 5 and 6 - Basic
Books 7 and 8 - General

Seely, M. (1989). Handbook for citizenship (2nd ed.). Hayward, CA: Alemany Press.

Simple, comprehensive guide for persons studying for U.S. naturalization examination. One section includes copies of forms which must be filled out by prospective citizens. Other sections give essential information on early U.S. history, U.S. government, and state and local government.

Level: General

Swinburne, L., & Warner, J. F. (1986). Reading skills for adults. Levels: Blue, Red, Green, and Brown. Austin, TX: Steck-Vaughn.

This book, like the others, consists of reading passages about adults, both famous and obscure: adventurers, athletes, entrepreneurs. A few examples are Jim Thorpe, Walt Disney, Leonhard Seppala, and Mirian Makeba. These are followed by skills exercises:

- finding the main idea
- recalling details
- identifying synonyms and antonyms
- defining words
- using context clues

The material in these books is of high interest to students. Many of the exercises can be done orally or skipped, with only the reading material being used. The passages increase in length and difficulty. Relationships among persons in the stories are interesting to adults.

Level: Blue, Red, and Green - Basic Brown - General

Teal, R. (1990). Building success in the workplace. Austin, TX: Steck-Vaughn.

Stories and exercises to develop job maintenance skills. Twenty stories illustrate pitfalls of employees, such as excessive conversation on the job, being late for work. Also emphasizes positive qualities for workers to seek: being dependable, knowing own abilities. Includes a four-page dictionary of job descriptions and a glossary of work-related terms.

Level: Basic

Voices: New writers for new readers. Surrey, British Columbia, Canada: Lower Mainland Society for Literacy and Employment.

Works by new writers, published in original manuscript style. Can be used as reading practice for beginning readers and inspiration for beginning writers. Includes letters from readers and large photographs of authors.

Level: Basic

ERIC DIGESTS & BIBLIOGRAPHIES: ADULT LITERACY

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ADULT LITERACY JOURNALS AND NEWSLETTERS

Adult Basic Education

An interdisciplinary journal, this is an official publication of the Commission on Adult Basic Education of the American Association of Adult and Continuing Education. It is dedicated to the sharing of research, news, opinions, and practice among the international body of practitioners and theorists working in the adult literacy field. It is published three times a year. Subscription cost is $20.00 in U.S. and Canada for one year. To subscribe, contact:

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Adult Education Quarterly

This journal is committed to the dissemination of research, and theory in adult and continuing education. Includes essays and book reviews. The journal is published in January, April, July, October by the American Association for Adult and Continuing Education (AAACE). When you join the AAACE, $105.00 membership includes a subscription to Adult Education Quarterly. A subscription for nonmembers of the AAACE costs $36.00 annually. To subscribe, contact:

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Articles are written on an applied level for adult literacy practitioners. The magazine is published by the American Association for Adult and Continuing Education. It is published eight times annually: September, October, November, January, February, April, May, June. Subscription cost is $37.00. To subscribe, contact:

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Adult Literacy and Technology Newsletter

This newsletter is dedicated to the use of technology to aid in teaching literacy and other basic skills to adults. Articles are written by literacy practitioners, theorists, and representatives from business, labor, and government. It is published four times during the year and costs $15.00. To subscribe, contact:

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Business Council for Effective Literacy Newsletter

This newsletter is written to facilitate corporate involvement in adult literacy. It provides information about adult literacy issues and a review of books, publications and materials which are related to adult literacy. It is published quarterly and distributed at no cost. To receive free copies, contact:

Business Council for Effective Literacy
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ADULT LITERACY RESEARCH & TECHNICAL INFORMATION:

AN ANNOTATED BIBLIOGRAPHY

ADULT LITERACY: GENERAL INFORMATION

Chisman, F. P., & Assoc. (1990). Leadership for literacy. San Francisco: Jossey-Bass.

Offers a plan for government, business, community, and education leaders who are interested in bringing about a more literate citizenry and workforce. Gives specific and realistic recommendations for helping diverse literacy programs work together and for linking the efforts of educational institutions and business.

Diekhoff, G. M. (1988). An appraisal of adult literacy programs: Reading between the lines. Journal of Reading, 31 (7), 624-630.

Published evaluations of adult literacy training have presented an overly optimistic view of the effectiveness of programs. Methodological difficulties cloud evaluations of programs. Reported statistically significant improvement in reading is often not practically significant. There is a need for more appropriate measures of program effectiveness.

Fingeret, A. (1983). Social network: A new perspective on independence and illiterate adults. Adult Education Quarterly, 33(3), 133-146.

Explores the social structures which illiterate adults create, and their relationship to notions of dependence and independence. Individuals create social networks that are characterized by reciprocal exchange, so that it is unnecessary to develop every skill personally.

Graff, H. J. (1987). The legacies of literacy: Continuities and contradictions in Western culture and society. Bloomington: Indiana University Press.

This volume details the origins of Western literacy, the advent and impact of print, patterns of literacy, and 20th century trends in literacy levels.

Harman, D. (1987). Illiteracy: a national dilemma. New York: Cambridge Book Co.

Describes learning as a lifelong process and then defines the adult as learner. Helpful to providers, program planners, instructors, and volunteers.

Johnson, D. W. (1987). Libraries and literacy: A planning manual. Chicago: American Library Association.

This volume encourages cooperation between literacy service providers and local libraries. Argues that the library can function as a liaison between persons in need of literacy education and community literacy programs and that community attitudes about literacy should be assessed before a program is begun.

Kazemek, F. E., & Rigg, P. (1984). Adult illiteracy: An annotated bibliography. Newark, DE: International Reading Association.

Bibliography of journal articles, books and ERIC reports. Sections include international literacy, ways of looking at literacy, and critiques of philosophical assumptions about literacy, research, and training.

Kintgen, E. R., Kroll, B. M., & Rose, M. (Eds.) (1988). Perspectives on literacy. Carbondale and Edwardsville: Southern Illinois University Press.

Articles and essays are arranged in four categories of perspectives on literacy: theoretical, historical, educational, and community. This collection of readings represents a balanced introduction to literacy, suitable for use at the advanced undergraduate or graduate level. Authors include Goody and Watt, Scribner and Cole, Ong, Kaestle, Heath, Freire, Harman, and others.

Kozol, J. (1986). Where stands the Republic? Illiteracy: A warning and a challenge to the nation's press. Atlanta, GA: Cox Newspapers.

Speech delivered to a convention of America's newspaper publishers about illiteracy and the role newspapers can play in ending it. Statistics from this presentation are often quoted.

Newman, A. P., & Beverstock, C. (1990). Adult literacy: Contexts & challenges. Newark, DE: International Reading Association.

Scholarly, in-depth background material for program planners. Describes the history, definitions, research, and practices of the adult literacy movement. Each chapter ends with a list of references.

Ogbu, J. U. (1990). Minority status and literacy in comparative perspective. Daedalus, 119(2), 141-168.

Distinguishes voluntary from involuntary minorities in the United States. Argues that voluntary minorities are more successful because they expect to improve their status through participation in the educational system, while involuntary minorities interpret learning certain aspects of mainstream culture as detrimental to their own culture, language, and identity.

Pallas, A. M., Natriello, G., & McDill, E. L. (1989). The changing nature of the disadvantaged population: Current dimensions and future trends. Educational Researcher, 18(5), 16-22.

Discusses the implications of the educational experience in relation to disadvantaged students. Describes indicators which are associated with these students. Argues that educational experiences come from three types of schooling: family, community, and formal. Students are defined as educationally disadvantaged if they have been exposed to inappropriate educational experiences in at least one of these three domains.

Scribner, S., & Cole, M. (1978). Literacy without schooling: Testing for intellectual effects. Harvard Educational Review, 48, 448-461.

Work of these researchers with the Vai people in Liberia suggests that the environment in which students acquire their literacy has a major impact on the cognitive consequences of having the skill. Roles and contributions of literacy are distinguished from those of schooling.

Sticht, T. G. (1988-9). Adult literacy education. In E. Z. Rothkopf (Ed.), Review of Research in Education (pp. 59-96). Washington, DC: American Educational Research Association.

Focuses on literacy education for adults who have grown up in the United States using English as a native language, but who have not learned to use graphic symbols or symbol systems, or a wide variety of graphic devices (technical manuals, airline schedules). Divided into three parts: (I) Historical context for adult literacy in the United States; (II) Various research studies that are relevant to a broader understanding of adult literacy and its development; (III) Three new directions in adult literacy education.

ASSESSMENT OF ADULT LITERACY

Bean, R. M., Byra, A., Johnson, R., & Lane, S. (1988). Using curriculum-based measures to identify and monitor progress in an adult basic education program. Pittsburgh: University of Pittsburgh Institute for Practice and Research in Education.

Describes curriculum-based measures and procedures used to monitor reading and writing performance in an adult basic education program for individuals on beginning through eighth grade reading level. The most feasible and efficient measure of writing was a fluency procedure; of reading, a repeated oral reading procedure. Reports that students were receptive to the measures as a means of obtaining feedback about their progress and suggests that curriculum-based measures may serve as a supplement to standardized measures often used to assess the performance of adults.

Kirsch, I. (1990). Measuring adult literacy. In R. L. Venezky, D. A. Wagner, B. S. Ciliberti (Eds.) Toward defining literacy (pp. 40-47). Newark, DE: International Reading Association.

Succinct overview of various approaches that have been taken to indicate the state of literacy development among adults in the United States over the past seventy years. Provides a rationale for assessment of adult literacy skills by the National Assessment of Educational Progress. Offers brief insight into additional studies being pursued by Kirsch and colleagues.

Lytle, S. L., & Wolfe, M. (1989). Adult literacy education: Program evaluation and learner assessment. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (Information series No. 338)

Argues that the constituents of literacy programs, including learners, administrators, staff, and sponsors, need reliable information about program evaluation and effectiveness so that they can understand and improve critical program dimensions. Suggests shaping the design of evaluation by addressing questions in three areas: adults as learners, concepts of literacy, and educational concepts.

Lytle, S. L., and others (1986). Literacy theory in practice: Assessing reading and writing of low-literate adults. Philadelphia: University of Pennsylvania Literacy Research Center. (ED 278 675)

Presents the preliminary results of a short-term longitudinal study of the impact of literacy instruction on the lives of 76 adults enrolled in a literacy program at Center for Literacy in Philadelphia. Includes an extensive review of the literature on literacy, adult literacy, and adult literacy assessment. Results are presented under such topics as why adults seek literacy instruction, what their strategies are for coping with others' expectations about reading and writing, what their perceptions are of the processes of reading and writing. Describes the intake conference, a process for recruiting and assessing adult learners in literacy programs.

Sticht, T. G. (1990). Measuring adult literacy: A response. In R. L. Venezky, D. A. Wagner, & B. S. Ciliberti (Eds.). Toward defining literacy (pp. 48-51). Newark, DE: International Reading Association.

This brief article is concerned with two questions: what is the purpose of measuring literacy? How should measurement be accomplished? Argues that functional literacy should be distinguished from academic literacy, especially in standardized testing, and that longitudinal studies should be done to follow the development of children's functional and academic literacy over time. If we wish to assess adult literacy as a means of evaluating the K-12 school system, then an achievement test perspective should be taken. If we desire to predict whether adults can perform numerous, diverse functional literacy tasks, then an aptitude test perspective should be taken.

Sticht, T. G. (1990). Testing and assessment in adult basic education and English as a second language programs. San Diego: Applied Behavioral and Cognitive Sciences, Inc.

Divided into four chapters: (1) Standardized testing in ABE and ESL programs; (2) The nature and use of standardized tests; (3) Review of tests for ABE and ESL programs; (4) Special topics in the use of standardized tests. Defines different types of tests: norm-referenced, criterion-referenced, competency-based, and curriculum-based. Provides specific information about the purpose, sources, and costs of widely-used tests: ABLE, BEST, CASAS, ESLOA, GED, and others.

COMPUTER-ASSISTED LITERACY

Young, D., & Irwin, M. (1988). Integrating computers into adult literacy programs. Journal of Reading, 31(7), 648-652.

The use of word processors and databases in a literacy program should be consistent with an interactive theory of reading, build upon the relationships between reading and writing, and respect the background and interests of adults. Adults can use the word processor for brainstorming ideas, writing letters, composing, revising. Databases can be used for students to leave messages for one another, keep records of materials read, and accumulate information on adults' hobbies and special interests. Teacher-student interaction is essential.

FAMILY LITERACY

Auerbach, E. (1990). Making meaning, making change: A guide to participatory curriculum development of adult ESL and family literacy. Boston: University of Massachusetts English Family Literacy Project.

Intended to serve as a guide for persons involved in developing adult ESL and family literacy programs. Describes what was learned during the implementation of the Massachusetts project. Argues that teachers need to discover the content which is important for their own students rather than to cover content that has been pre-determined.

Handel, R. D. & Goldsmith, E. (1988). Intergenerational literacy: A community college program. Journal of Reading, 31(3), 213-217.

Describes a model of intergenerational literacy which originated in a community college context. Students in a class for developmental reading raised questions about their children's reading. Adults' own literacy grew as they discussed books with their children.

National Clearinghouse on Literacy Education (1990). ERIC computer search on family/intergenerational literacy. Washington, DC: Center for Applied Linguistics.

Annotations of journal artricles and ERIC documents. Articles include position papers, conference papers, research reports, reviews of literature, and project descriptions.

Nickse, R. (1989). The noises of literacy: An overview of intergenerational and family literacy programs. Washington, DC: U.S. Department of Education, Office of Education Research Improvement. (ED 308 415)

States that most family literacy programs are atheoretical, run on a trial basis and service-oriented. Only a few are experimental or demonstration projects. Pre-school family literacy programs are important for families in communities where school literacy is either unknown or undervalued. Has five sections: (1) Background information and expectations for programs, including program designs and administration; (2) Description of research base and common assumptions that motivate and justify program development; (3) Overviews, activities, evaluation data for programs; (4) Typology for classifying programs, based on mode of intervention and target populations; (5) Recommendations to support intergenerational and family programs.

Nickse, R., Speicher, A. M., & Buchek, P. C. (1988). An intergenerational adult literacy project: A family intervention/prevention model. Journal of Reading, 31(7), 634-642.

Interim report on a pilot study focusing on the improvement of adults' literacy in order to enhance their own reading and the subsequent effects on children who are in Chapter I readiness programs. Includes preliminary conclusions and recommendations, and an extensive bibliography.

Rangel, E. S. (1990). Resource guide to family English literacy. Washington, DC: Center for Applied Linguistics.

References for practitioners, educators, and researchers who wish to learn more about family literacy. In five sections: Program Abstracts, Curriculum Guides, Videotapes, Further Reading, and Family Literacy Organizations. Addresses are given to which individuals may write to obtain materials.

Weinstein-Shr, G. (1990, August). Family and intergenerational literacy in multilingual families. NCLE Q & A. Washington, DC: Center for Applied Linguistics.

Answers several basic questions about family literacy, such as "What are the goals of family and intergenerational programs? What are some models for working toward those goals? What about instructional approaches, methods, and technologies?"

FUNDING SOURCES FOR LITERACY PROGRAMS

Foundation directory, 12th edition (1989). New York: The Foundation Center.

Information on the finances, governance, and giving interests of the nation's largest grantmaking foundations (over $1 million in assets). Alphabetical by state and within states, by foundation name. Includes each foundation's name, address, financial data for the latest year available, a description of funding interests. Where applicable, information is also provided on types of grants and other support forms awarded, foundation publications available, and application procedures and deadlines.

Grants Magazine

A journal of sponsored research and other programs. Provides a forum for discussion of various issues that affect public and private philanthropies. Facilitates communication between grantseekers and funding agencies. Articles concern sources of funds: government, foundation, and corporation grants. Published quarterly, $115.

Plenum Publishing Corporation
233 Spring St.
New York, NY 10013

INSTRUCTIONAL METHODOLOGY FOR ADULT LITERACY

Boraks, N., & Richardson, J. S. (1985). Teaching the adult beginning reader: Research-based instructional strategies. Adult Literacy & Basic Education, 9(3), 131-143.

Explains eight principles for teaching the adult beginning reader. Each principle is based on research or learning theory related to the adult reader. Practical instructional strategies are indicated for improving the reading proficiency of adult learners.

Brinkman, H., & Troy, K. (1983). Getting meaning out of print: The beginning adult literacy class. TESL Talk, 14(1-2), 119-128.

Defines illiterate, semi-literate, functionally literate learners. Distinguishes literacy from oracy and suggests identifying the student's present level of oral fluency, establishing student goals and immediate needs, and developing an approach based on personal language learning. Focuses mainly on children, but principles are applicable to adults.

Freire, P. (1970). Pedagogy of the oppressed. New York: Seabury Press.

Advocates literacy as empowerment and social action. Presents a model of education based on problem-posing with participants' roles simultaneously being both teachers and learners. Learning to read begins with the "generative word," a topic of interest and importance to the learners.

Holzman, M. (1988). A post-Freirean model for adult literacy education. College English, 50(2), 177-189.

Gives an historical account of large-scale attempts to spread literacy among adults in Cuba and Brazil in the 1960s. Freire's work constitutes a method for teaching reading and writing which facilitated the organizing of groups of persons who were otherwise powerless.

Kazemek, F. (1988). Necessary changes: Professional involvement in adult literacy programs. Harvard Educational Review, 58(4), 464-487.

Critiques practices of major literacy programs as not being respectful of adults as learners. Examines underlying assumptions about the nature of literacy in the light of recent sociolinguistic and psycholinguistic studies on actual literacy practices. Advocates the use of a holistic methodology for adult programs, with the classes encouraged to become learning and caring circles. States the necessity for programs' being responsive to cultural and gender-based differences in ways of learning.

Kazemek, F. (1988). Women and adult literacy: Considering the other half of the house. Lifelong Learning, 11(4), 23-24, 15.

Five epistemological perspectives from which women seem to know and view the world: silence, received knowledge, subjective knowledge, procedural knowledge, and constructed knowledge. These perspectives contrast with those of men, who tend to see themselves in terms of autonomy, separation, and how they adhere to abstract standards of justice and reciprocity. Discusses implications for teaching adults.

Resnick, D. P. (1990). Historical perspectives on literacy and schooling. Daedalus, 119(2), 15-32.

Schooling can be a key to Americans' beginning to participate more actively in the culture of language exchange and the printed word. Argues that school texts must encourage questioning and argument; language must become an intellectual tool; and schooling for those aged 14 to 18 years needs to recognize more extensively the needs of the adolescent and the workplace.

Scales, A., & Burley, J. (1988). A holistic approach to teaching adult literacy techniques. Lifelong Learning, 12 (3), 26-28.

Adult learners have many strengths which can become part of their learning process if they are incorporated holistically. Shows how Gibbs' principles of learning have influenced case study outcomes. Lists instructional strategies that were demonstrated to be successful in one case study.

LEARNING DISABLED ADULTS: LITERACY INSTRUCTION

McAlister, E. D., & Bickley, A. C. (1983). Handbook for the teaching of beginning adult learners and/or adults with learning problems: A product formulated for the staff development of adult educators, volunteer tutors, and instructional aides. Columbia: South Carolina State Department of Education. (ED 244 112)

Intended to be used as a tool for inservice, this manual was written to help instructors and volunteers understand and teach beginning adult learners and other adults with learning problems. Includes a brief history of adult education, practical applications of learning theories affecting adult education, and detailed information on assessment. Explains auditory discrimination, visual perception, modalities, verbal intelligence, letter symbol recognition. Last two sections include materials to supplement the Laubach reading instructional method and aids for adult basic education students.

Ross-Gordon, J. M. (1989). Adults with learning disabilities: An overview for the adult educator. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Thorough background on the definition and origin of learning disabilities. Offers models of assessment, stressing that the emphasis should be on seeking information and solving problems. Includes a chapter on intervention.

Tevis, M. P., & Orem, R. A. (1985). The learning disabled adult offender. Adult Literacy and Basic Education, 9(1), 24-34.

Investigates the prevalence of learning disabilities among 189 male inmates in a county jail setting. Concludes that there is a much higher rate of learning disabilities among the adult offender population than among the general population. Educators of adults need to learn how to identify and tutor learning disabled adults so that they will become productive citizens.

Travis, G. Y. (1985). Andragogy and the disabled adult learner. Lifelong Learning, 8(8), 16-18, 20.

Identifies the time period during which the adult learner became disabled as a key to teaching. Relates Knowles' principles of andragogy to each time period. Argues that many of the assumptions of andragogy are questionable when applied to individuals with specific learning disabilities.

WORKPLACE LITERACY

Barton, P., & Kirsch, I. (1990). Policy perspectives: Workplace competencies: The need to improve literacy and employment readiness. Washington, DC: U.S. Government Printing Office.

Occupations and literacy, workforce readiness, literacy in the workplace of the future, and fastest growing occupations are topics in this volume. Documents that present literacy levels are much too low to meet current needs and expectations of jobs.

Chase, N. D. (1990). The hospital job skills enhancement program: a workplace literacy project curriculum manual. Atlanta: Georgia State University Center for the Study of Adult Literacy.

Explains the rationale for using the whole language approach in workplace literacy programs. Outlines the steps for setting up such a program, and presents sample materials from the curriculum.

Collino, G. E., Aderman, E. M. & Askov, E. (1988). Literacy and job performance: A perspective. College of Education, Pennsylvania State University: Institute for the Study of Adult Literacy.

Defines workplace literacy issues, predicts changes in both the labor market and pool, discusses how management and labor view basic skills training, and reviews research about the relationship between basic skills and job performance. Includes an extensive bibliography.

Diehl, W. A., & Mikulecky, L. (1980). The nature of reading at work. Journal of Reading, 24, 221-227.

Explains how the nature of literacy demands in the workplace differs from the demands of school. Argues that there is a need to study the literacy requirements of a broad range of occupations. Emphasizes the importance of context and environment as aids in the reading process.

Massachusetts Governor's Literacy Initiative (1986). Guidelines for developing an educational program for worker literacy. Boston: Commonwealth Literacy Campaign.

Guidelines were developed to assist Massachusetts Private Industry Councils, social agencies, unions, businesses, and education providers in designing educational programs appropriate to the workplace. Examines the background of adult literacy needs and problems; provides suggestions for program development.

McGee, L. F. (1989, August). Teaching basic skills to workers. Personnel Administrator, pp. 42-47.

Profiles basic skills programs in workplaces in four geographic areas of the United States.

Mendel, R. A. (1988, September) Meeting the economic challenge of the 1990s: Workforce literacy in the South. Chapel Hill, NC: The Sunbelt Institute.

Economic trends of the 1990s will be particularly challenging for the South because of that region's educational deficits and reliance on traditional goods-producing industries. The latter are beginning to rely more on technology, so the literacy demands of jobs are increasing. Basic academic skills are increasingly important in the workplace of the information age.

Nurss, J. R. (1990). Hospital job skills enhancement program: A workplace literacy project. Atlanta: Georgia State University Center for the Study of Adult Literacy.

Describes a workplace literacy partnership program between Grady Memorial Hospital in Atlanta and the Center for the Study of Adult Literacy at Georgia State University in Atlanta. Describes the workplace, instructional program, literacy audit. Summarizes results of pre- and post-assessments and interviews which were done with participants.

Philippi, J (1988, September). Developing instruction for workforce literacy programs. New Orleans: Paper presented at the National Alliance of Business Conference.

Describes special workplace applications of basic skills which are generic to many different occupations. Advocates use of the functional context curriculum. Explains procedure for performing a literacy audit.

Vicary, L. H. (1990). An annotated bibliography of research on basic skills in the workforce and related issues. Southport, CT: Southport Institute for Policy Analysis.

Annotates primary, secondary, and related sources for books, articles, published papers, reports, and unpublished papers. All materials are publicly available; most have been published since 1980.